

BECKINGHAM PRIMARY SCHOOL

READING SPINE & CURRICULUM

ENSURING EVERY CHILD SUCCEEDS AND
THRIVES, BECOMING A LIFE-LONG LEARNER
PREPARED FOR THE WORLD OF TOMORROW

2022-23



Reading at Beckingham

Reading Intent

Our Reading curriculum is designed to ensure all children know that reading is an open door to all other learning opportunities. They understand that reading frequently makes them a good reader, and being a good reader expands their world. Our children will embrace their own individual reading journey and will celebrate their reading milestones as they develop new strategies, learn new words, explore different genres, discover unknown authors, experience unfamiliar settings and unpick hidden meanings. By continually reflecting on their own reading journey, our children will not only be able to read, but most importantly, will want to read.

We do this through:

- Developing children's competence in both dimensions of reading: word reading and comprehension.
- Prioritising reading for our early and developing readers; giving them the knowledge and skills to decode, learn and recognise a growing bank of words.
- Ensuring Quality First Teaching, where every child is treated as an individual, and additional support is put in place to make sure all children can 'keep up'.
- Fostering an appreciation and love of reading for all of our children.
- Developing curious learners who confidently participate in dialogue by questioning, relating to, expressing views and engaging in discussions around a range of quality, engaging texts.
- Placing books, texts and images at the heart of daily school life.
- Ensuring all of our children transition to high school as enthusiastic, fluent and confident readers.
- CORE VALUES: Tenacity, Hard Work, Respect, Integrity, Vision, Empathy and Selflessness

Reading at Beckingham - a brief summary:

At BPS, we teach early reading in the following ways:

- **Playing with the English Language:** Our youngest children are encouraged to have fun and 'play' with the English language. From rhyming words to role play, the emphasis is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.
- **Teaching our children to read words:** Every child in Reception and Class 1 have daily, highly structured phonics sessions followed by a whole class reading session three times a week. Each child is provided with decodable readers for use at home which can be read independently and link with the structured sessions the children enjoy daily in class.
- **Teaching our children to understand the words they read:** All children across the school have access to high quality texts linked to the topics, delivered through our whole class reading VIPERS, which partly focusses on the development of language. By enriching the language experience of all our children, we are closing the vocabulary gap while widening access to our engaging curriculum.
- **Reading for understanding:** Each phonics session is followed by a whole class reading session. Our Phonics lead supports all staff in the delivery of each session; ensuring consistency in quality of resources, delivery and high expectations for all children. Our staff received high quality and ongoing CPD to support them in the delivery of these sessions from in house training from Phonics Shed.
- **Reading for a purpose:** Each curriculum enquiry uses a book hook which runs throughout the length of the enquiry. Wider learning is based on this book, which is widely discussed using '**Reading Vipers**' to aid their comprehension of the texts they are reading.



READING CURRICULUM IN RECEPTION



Reading			
	Nursery	R1 September to January	R2 February to July
Progression milestones	<ul style="list-style-type: none"> • Pretends to read books. • Understands how books should be handled. • Names some objects in a book. Talks about characters in books. <ul style="list-style-type: none"> • Is able to fill in gaps in familiar books. <ul style="list-style-type: none"> • Listens to stories. • Asks adults to read or write with them. • Begins to pay attention to specific print such as the first letters of their names. 	<ul style="list-style-type: none"> • Enjoys listening to and joining in with stories. <ul style="list-style-type: none"> • Uses language from stories. • Understands that print carries a message. • Understands that print is read left to right and top to bottom. <ul style="list-style-type: none"> • Makes attempts to read and writ • Identifies familiar signs and label • Participates in rhyming games. <ul style="list-style-type: none"> • Can count or clap syllable • Recognises initial sounds. • Says the sounds for individual letters. 	<ul style="list-style-type: none"> • Reads simple phrases and sentences. <ul style="list-style-type: none"> • Enjoys a range of books. • Knows that information can be retrieved from books <ul style="list-style-type: none"> • Retells simple stories. • Can describe settings, events and characters in some detail. <ul style="list-style-type: none"> • Uses vocabulary they have heard in books. Is developing phonological awareness. • Shows familiarity with rhyming and beginning sounds. <ul style="list-style-type: none"> • Reads some high-frequency words. • Is beginning to blend and segment sounds.
Reading Words			
Learning Experiences	<ul style="list-style-type: none"> • Go on a print walk. Encourage children to point out any signs they see. Focus of common signs, e.g. Stop, Exit, Toilets. Display some of these signs in the relevant places in your setting where children can easily see them. 	<ul style="list-style-type: none"> • Read books with lots of rhyme. Encourage children to start joining in with the rhymes. 	<ul style="list-style-type: none"> • Introduce children to some common sight words. Put the words on cards and, as you read a story, point out the words in the story and on the word cards.

<p style="text-align: center;">Continuous Provision</p>	<ul style="list-style-type: none"> • Share texts in meaningful contexts. Demonstrate reading posters, letters and lunch menus. Let children see you writing labels and notices for the classroom. Fill areas of the classroom with print, such as health leaflets and posters for a doctor's area; maps, brochures and timetables for a travel agency. 	<ul style="list-style-type: none"> • Hide magnetic letters in the sand. Ask children to dig up the letters and say the sounds. • Provide alphabet blocks and see if children can write some simple words. 	<ul style="list-style-type: none"> • Hide common sight words in the water and sand areas for children to fish out or uncover. • Provide juggling scarves and encourage children to make the shapes of the words in the air with them. <ul style="list-style-type: none"> • Progress to writing on a whiteboard.
<p style="text-align: center;">Outdoor Environment</p>	<ul style="list-style-type: none"> • Set up an alphabet hunt. Draw an alphabet with chalk and hide plastic letters in the outdoor area. Children have to look for the letters and place them on top of the correct letter of the chalk-written alphabet. As children develop phonological awareness they say the sound of their letter as they bring it back to the alphabet. 	<ul style="list-style-type: none"> • Play Find the Object: pull a letter out of the bag, say the sound, ask children to say the sound with you, and then find an object that begins with that sound. Draw three-box phoneme frames with chalk. Write the first and last sound in each frame. Ask children to put a letter tile in the empty box to make a word. 	<ul style="list-style-type: none"> • Draw out a sight-word hopscotch. Encourage children to throw a beanbag onto a word, say the word and then hopscotch to it.
<p style="text-align: center;">Purposeful pedagogy</p>	<ul style="list-style-type: none"> • Children need to be taught explicitly the sounds of letters; they cannot make them up. Display alphabet letters where children can see them. Provide letters children can trace and copy, and letter-shaped cutters, which can be used in wet sand. Encourage children to find items that begin with the initial letter of their name. 	<ul style="list-style-type: none"> • Follow the school's chosen phonics programme. Find ways of referring to the sounds being taught throughout the day. Keep the activities as fun and engaging as possible. 	<ul style="list-style-type: none"> • Wait until children are beginning to grasp phonics before introducing common sight words that do not follow the phonics rules. Encourage children to become word detectives: this could be done wearing hats and using magnifying glasses with which they find examples of a particular word in a book. Often children recognise a sight word on a flashcard but struggle to pick it out in a book.
<p style="text-align: center;">Learning Conversations</p>	<ul style="list-style-type: none"> • Provide alphabet knowledge in context. Point out letter names and sounds when children are playing, e.g. 'Jamil, I see you are playing with a boat; that begins with b. Can you say it with me?' and 'Can you think of another word that begins with b?'. 	<ul style="list-style-type: none"> • Ask children questions such as 'What does this word begin (or end) with?' and 'Which other words begin (or end) with this letter?'. 	<ul style="list-style-type: none"> • Ask questions like 'Where might you find this word?'.

Understanding texts

	Nursery	R1 September to January	R2 February to July
Learning Experiences	<ul style="list-style-type: none"> Decide on a core of books that will be revisited to allow children to become familiar and confident with them. Take time to choose; these should be great books. Use the eight text types listed on page 31 to ensure children are introduced to different types of books. Include non-fiction books. 	<ul style="list-style-type: none"> When you read to children, run your finger along the text and model intonation. Point out the features of different types of texts. Make some picture cards with significant words from the text. Point to the word and picture when you come to that word in the text. Encourage children to say the word with you. 	<ul style="list-style-type: none"> Use your choice of books to increase children's knowledge of the world. With this knowledge, they will have a better understanding of texts.
Continuous Provision	<ul style="list-style-type: none"> Provide opportunities for children to read books. Ensure there is easy access to the core books and picture books in an engaging and comfortable reading area. Place non-fiction books in areas that may engage children's curiosity, e.g. put books about famous buildings in the construction area. 	<ul style="list-style-type: none"> Leave picture cards out for children to make up their own stories. Provide pictures of characters from books or puppets for children to act out familiar stories or make up stories of their own. 	<ul style="list-style-type: none"> Encourage children to read to each other by providing books at many different levels, such as picture books and familiar books with repeated verses and rhymes.
Outdoor Environment	<ul style="list-style-type: none"> Read books to children to encourage outdoor activities. The Bear's Winter House by John Yeoman could inspire children to build a house for a bear with items they can find outside. 	<ul style="list-style-type: none"> Leave recipes for mud pies for children to use, with pictures and text. Display identification books and posters about birds, plants and animals that children might see in the outdoor area. 	<ul style="list-style-type: none"> Leave movement instruction cards in the outdoor area for children to follow. Start with a word and picture, then progress to just the word. Provide books about the human body and keeping healthy.

<p style="text-align: center;">Purposeful pedagogy</p>	<ul style="list-style-type: none"> Identify words from the texts you are going to use. Provide child-friendly definitions (the Collins Online Dictionary is a useful resource). Ask children to say the word with you. Give them an example of how the word might be used. Ask children to give other examples of how the word is used. Ensure children use the word in different contexts from that used in the book. Use retrieval practice to revisit the word over the next few days, weeks and months until children use it independently. 	<ul style="list-style-type: none"> Read to children frequently, both individually, in small groups and as a whole class. Create comfortable places in which to read books. Display books in places that are easily accessible to children. Ensure children see you reading. Run a session for parents on reading at home with their children. 	<ul style="list-style-type: none"> Use the following PEER framework from 'Preparing for Literacy: Improving communication, language and literacy in the early years' by the Education Endowment Foundation: <ul style="list-style-type: none"> Prompt the child to say something about the book. Evaluate their response. Expand their response by rephrasing or adding information to it. Repeat the prompt to help the child learn from the expansion.
<p style="text-align: center;">Learning Conversations</p>	<ul style="list-style-type: none"> Ask questions such as 'Which is your favourite book?' and 'What do you like about it?'. 	<ul style="list-style-type: none"> Make books with children. Ask them what they are going to put on their title page and where they will write their name as the author. 	<ul style="list-style-type: none"> Ask questions such as: 'What do you think this story is going to be about?', 'How do you know ...?', 'What might happen if ...?', 'What would you do if it was you ...?', 'What might ... do next?'.



**READING VIPERS
PROGRESSION
GRID**



Reading VIPERS

Children are taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

The Reading Vipers can be used by both KS1 and KS2 with a little adaption.

Sequence – KS1

Summarise – KS2

In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

What are VIPERS?

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

- **V = Vocabulary**
Ensuring our children understand the meaning of the words they mean in context supplemented by daily word aware sessions.
- **I = Inference**
Being able to infer actions, thoughts and feelings using their understanding of the text and their wider experiences.
- **P = Prediction**
Using evidence from what they have read and what they understand to predict what will happen next and how this will affect the plot of the narrative.
- **E = Explain**
Use evidence to explain their answers to specific questions
- **R = Retrieve**

- Find information from a text quickly to support wider learning.
- **S = Sequence (KS1) and Summarise (KS2)**
Accurately pick out the main events and succinctly summarise these for a wider audience.

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Key Stage 1

In Key Stage One, children's reading skills are taught and practised using the VIPERS during whole class reading sessions.

KS1 Content Domain Reference [VIPER]

- 1a draw on knowledge of vocabulary to understand texts [Vocabulary]
- 1b identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information [Retrieve]
- 1c identify and explain the sequences of events in texts [Sequence]
- 1d make inferences from the text [Infer]
- 1e predict what might happen on the basis of what has been read so far [Predict]

Key Stage 2

In Key Stage Two children reading skills are taught and practised using VIPERS during whole class reading sessions.

KS2 Content Domain Reference [VIPER]

- 2a Give/explain the meaning of words in context [Vocabulary]
- 2b retrieve and record information/ identify key details from fiction and non-fiction [Retrieve]
- 2c summarise main ideas from more than one paragraph [Summarise]
- 2d make inferences from the text/ explain and justify inferences with evidence from the text [Infer]
- 2e predict what might happen from details stated or implied [Predict]
- 2f identify/explain how information/ narrative content is related and contributes to meaning as a whole [Explain]
- 2g identify/explain how meaning is enhanced through choice of words and phrases [Explain]
- 2h make comparisons within a text [Explain]

National Curriculum Objectives

Year 1	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">• V5: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently• E1: being encouraged to link what they read or hear read to their own experiences• V3: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics• V3: recognising and joining in with predictable phrases• V3: learning to appreciate rhymes and poems, and to recite some by heart• V1: discussing word meanings, linking new meanings to those already known <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none">• V4: drawing on what they already know or on background information and vocabulary provided by the teacher• S1: checking that the text makes sense to them as they read and correcting inaccurate reading• S3: discussing the significance of the title and events• I1: making inferences on the basis of what is being said and done• P1: predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others• E3: explain clearly their understanding of what is read to them.
Year 2	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">• V1: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently• S1: discussing the sequence of events in books and how items of information are related• S2: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales• E1/3: being introduced to non-fiction books that are structured in different ways• V3: recognising simple recurring literary language in stories and poetry• V1: discussing and clarifying the meanings of words, linking new meanings to known vocabulary• V2: discussing their favourite words and phrases• S2: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none">• V2: drawing on what they already know or on background information and vocabulary provided by the teacher R1/5: checking that the text makes sense to them as they read and correcting inaccurate reading• I1/2: making inferences on the basis of what is being said and done R1/2: answering and asking questions• P1/2: predicting what might happen on the basis of what has been read so far• I3/R5: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say• E1: explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Year 3 & 4	<ul style="list-style-type: none"> • E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning • E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • E2: reading books that are structured in different ways and reading for a range of purposes • V4: using dictionaries to check the meaning of words that they have read • E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • V2: discussing words and phrases that capture the reader's interest and imagination • E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry] • V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context • I3: asking questions to improve their understanding of a text • I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied • S1: identifying main ideas drawn from more than one paragraph and summarising these • R5: retrieve and record information from non-fiction • E1/2/3: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Year 5 & 6	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • S2: reading books that are structured in different ways and reading for a range of purposes • R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices • S3: identifying and discussing themes and conventions in and across a wide range of writing • S2: learning a wider range of poetry by heart • E3: making comparisons within and across books • S2: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • I1/2: asking questions to improve their understanding • I1/2: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied • S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • E6: identifying how language, structure and presentation contribute to meaning • V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • E5: distinguish between statements of fact and opinion • E8: retrieve, record and present information from non-fiction • S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'

Vocabulary	Key Reading Skills	Question Stem for whole class reading
Year 1	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known draw upon knowledge of vocabulary in order to understand the text join in with predictable phrases use vocabulary given by the teacher discuss his/her favourite words and phrases 	<ul style="list-style-type: none"> What does the word mean in this sentence? Find and copy a word which means Which word in do you think is the most important? Why? Which of the words best describes the character or setting? Which word in this part do you think is the most important? Why do you think they repeat this word in the story?
Year 2	<ul style="list-style-type: none"> discussing and clarifying the meanings of words; link new meanings to known vocabulary discussing their favourite words and phrases recognise some recurring language in stories and poems 	<ul style="list-style-type: none"> Can you find a noun/adjective/verb that tells/shows you that...? Why do you think that the author used the word... to describe...? Which other word on this page means the same as...? Find an adjective in the text which describes... Which word do you think is most important in this section? Why? Which word best describes...?
Year 3	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read discuss words that capture the readers interest or imagination identify how language choices help build meaning find the meaning of new words using substitution within a sentence. 	<ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary? By writing in this way, what effect has the author created? What other words/phrases could the author have used here? How has the author made you feel by writing...? Which word tells you that...? Find and highlight the word that is closest in meaning to...?
Year 4	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read use a thesaurus to find synonyms discuss why words have been chosen and the effect these have on the reader explain how words can capture the interest of the reader discuss new and unusual vocabulary and clarify the meaning of these find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author...? Which word is closest in meaning to...?
Year 5	<ul style="list-style-type: none"> explore the meaning of words in context, confidently using a dictionary discuss how the author's choice of language impacts the reader evaluate the authors use of language investigate alternative word choices that could be made begin to look at the use of figurative language use a thesaurus to find synonyms for a larger variety of words re-write passages using alternative word choices read around the word' and *explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> Can you quickly find...in the dictionary and thesaurus? What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to? What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? Find and highlight the word which is closest in meaning to ... Find a word which demonstrates... Can you rewrite this in the style of the author using your own words? How have simile and metaphor been used here to enhance the text?
Year 6	<ul style="list-style-type: none"> evaluate how the authors' use of language impacts upon the reader 	<ul style="list-style-type: none"> What does this word/phrase/sentence tell you about the character/setting/mood?

- find examples of figurative language and how this impacts the reader and contributes to meaning or mood.
- discuss how presentation and structure contribute to meaning.
- explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.

- By writing..., what effect has the author created? Do you think they intended to?
- Can you find examples of simile, metaphor, hyperbole or personification in the text?
- Why has the text been organised in this way? Would you have done it differently?
- What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?

Inference	Key Reading Skills	Question Stem
Year 1	<ul style="list-style-type: none"> • children make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> • What do you think means? • Why do you think that? • How do you think ? • When do you think ? • Where do you think. ? • How does make you feel? • Why did happen?
Year 2	<ul style="list-style-type: none"> • make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtler references. • answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences 	<ul style="list-style-type: none"> • What do you think means? • Why do you think that? • Why do you think ? • How do you think ? • When do you think ? • Where do you think ? • How has the author made us think that ?
Year 3	<ul style="list-style-type: none"> • children can infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • make inferences about actions or events 	<ul style="list-style-type: none"> • What do you think means? • Why do you think that? • Why do you think ? • How do you think ? • Can you explain why ? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?
Year 4	<ul style="list-style-type: none"> • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> • What do you think means? • Why do you think that? Could it be anything else? • I think ; do you agree? Why / why not? • How do you think ? • Can you explain why ? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph?
Year 5	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think ; do you agree? Why/why not? • Why do you think the author? decided to ?

	<ul style="list-style-type: none"> • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text. 	<ul style="list-style-type: none"> • Can you explain why ? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs?
Year 6	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think ; do you agree? Why/why not? • Why do you think the author decided to ? • Can you explain why ? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of ...show that...? • Where else in the text can we find the answer to this question?

Prediction	Key Reading Skills	Question Stem
Year 1	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> • Looking at the cover and the title, what do you think this book is about? • Where do you think will go next? • What do you think will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might say about that? • Can you draw what might happen next?
Year 2	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> • Where do you think will go next? • What do you think will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might say about that? • How does the choice of character affect what will happen next?
Year 3	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions. 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?
Year 4	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> • Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text.
Year 5	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
Year 6	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information. 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?

Explaining	Key Reading Skills	Question Stem
Year 1	<ul style="list-style-type: none"> • give my opinion including likes and dislikes (not nc objective). • link what they read or hear to their own experiences • explain clearly my understanding of what has been read to them • express views about events or characters 	<ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?
Year 2	<ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why?
Year 3	<ul style="list-style-type: none"> • discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?
Year 4	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why?
Year 5	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices 	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices

	<ul style="list-style-type: none"> • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates.
Year 6	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this. 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?

Retrieval	Key Reading Skills	Question Stem
Year 1	<ul style="list-style-type: none"> answer a question about what has just happened in a story. develop their knowledge of retrieval through images. recognize characters, events, titles and information. recognize differences between fiction and non-fiction texts. retrieve information by finding a few key words. Contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> Who is your favourite character? Why do you think all the main characters are ... in this book? Would you like to live in this setting? Why/why not? Who is/are the main character(s)? When/where is this story set? Which is your favourite/worst/ funniest/scariest part of the story? Is this a fiction or a non-fiction book? How do you know?
Year 2	<ul style="list-style-type: none"> independently read and answer simple questions about what they have just read. asking and answering retrieval questions draw on previously taught knowledge remember significant event and key information about the text that they have read Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> Who is/are the main character(s)? When/where is this story set? How do you know? Which is your favourite/worst/funniest/ scariest part of the story? Why? Tell me three facts you have learned from the text. Find the part where... What type of text is this? What happened to ... in the end of the story?
Year 3	<ul style="list-style-type: none"> use contents page and subheadings to locate information learn the skill of 'skim and scan' to retrieve details. begin to use quotations from the text. retrieve and record information from a fiction text. retrieve information from a non-fiction text 	<ul style="list-style-type: none"> Who are the characters in this text? When / where is this story set? How do you know? Which part of the story best describes the setting? What do you think is happening here? What might this mean? How might I find the information quickly? What can I use to help me navigate this book? How would you describe the story? Whose perspective is the story told from?
Year 4	<ul style="list-style-type: none"> confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> Find the... in this text. Is it anywhere else? When/where is this story set? How do you know? Find the part of the story that best describes the setting. What do you think is happening here? Why? What might this mean? Whose perspective is the story told by and how do you know? How can you use the subheading to help you here?
Year 5	<ul style="list-style-type: none"> confidently skim and scan, and also use the skill of reading before and after to retrieve information. use evidence from across larger sections of text read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. retrieve, record and present information from non-fiction texts. 	<ul style="list-style-type: none"> Find the... in this text. Is it anywhere else? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story?

	<ul style="list-style-type: none"> ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> Can you skim/scan quickly to find the answer?
Year 6	<ul style="list-style-type: none"> Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. Retrieve, record and present information from a wide variety of non-fiction texts. Ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> Find the... in this text. Is it anywhere else? Can you skim the next... and find me the answer to...? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? What genre is...? Can you look at these other texts and find me what is similar and what is different?

Sequence/ Summarise	Key Reading Skills	Question Stem
Year 1	<ul style="list-style-type: none"> • retell familiar stories orally e.g fairy stories and traditional tales • sequence the events of a story they are familiar with • begin to discuss how events are linked 	<ul style="list-style-type: none"> • What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?
Year 2	<ul style="list-style-type: none"> • discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story. 	<ul style="list-style-type: none"> • What happens in the story's opening? • How/where does the story start? • What happened at the end of the....? • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story?
Year 3	<ul style="list-style-type: none"> • identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books • make simple notes from one source of writing 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?
Year 4	<ul style="list-style-type: none"> • use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?
Year 5	<ul style="list-style-type: none"> • summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this in an answer. • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme?

Year 6

- summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
- summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
- make comparisons across different books.
- summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.

- What is the main point of the text?
- Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Can you read the text and summarise what has happened?
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?



**OUR
READING
SPINE**

LIBRARY



Reading Spine

Within this document, there are four reading spines, which we would like you to use to support the teaching and learning of reading and writing

- **Whole Class Novel Study Spine**

This spine contains a variety of high-quality books, which we expect you to read and study (using VIPERS) with your class on a daily basis (a minimum of three times a week).

- **Curriculum Spine**

This spine has a variety of fiction, non-fiction and poetry texts, which have been sourced to compliment your writing genres. We recommend using these to support the teaching of writing units and whole class reading lessons.

- **Reading for Pleasure Spine**

We would like all children to develop a love of reading and understand which books they enjoy and why that may be. There is a reading for pleasure spine for KS1, LKS2 and UKS2. Within each spine, there are 100 books that aim to provide depth and breadth to children's reading.

- **Non-Fiction Spine**

We have created two non-fiction spines to support the development of background knowledge and provide additional reading for those children who enjoy reading non-fiction texts. There is one spine for KS1 and one for KS2. There are 15 recommendations for each of the following subjects: Science, history, geography, RE and PSHE. These books will support the teaching of specific subject areas, whole class reading, or they could be accessed independently by the children.

Reading Spine Aims

‘From the earliest ages, reading is much more than decoding. From the start, reading is also accessing and further acquiring language knowledge and domain knowledge. This means that instruction and practise in fluency of decoding need to be accompanied by instruction and practise in vocabulary and domain knowledge. If we want to raise later achievement..., we need to combine early instruction in the procedures of literacy with early instruction in the content of literacy, specifically vocabulary, conventions of language and knowledge of the world.’

E. D. Hirsch, Jr (2003)

The aim of this reading spine is to provide an extensive list of books, which staff can apply to their own long-term plans. These are books to use as class reads, study books for writing and whole class reading, recommendations for reading corners or for extracts (taken from them to look at in detail). The intention is that by the time they reach year 6 and beyond, they have developed a wide, rich vocabulary and broader knowledge of the world and, as a result, are able to access the more complex books expected of them in secondary schools. It should be noted that book and text selection in school not only considers narratives and poems but also recognises that a good balance of topic-appropriate non-fiction should also be read to help further develop children’s background knowledge of the subject they are studying.

The books have been selected to consider three areas: learning to read, access to high quality texts to enable access for all (during WCR and class reads) and to promote reading for pleasure and experiential and language development through informational texts.

Learning to Read

These books are particularly supportive for children who are learning to read. Books are included here because they help children to behave like readers.

They may be:

- memorable texts that feature repetition and encourage predictions
- texts within which rhythm and rhyme are important
- texts that allow children to practice and apply their phonic knowledge
- books with strong story shapes and structures
- texts which positively reflect children’s interests and backgrounds
- books with supportive illustrations
- books that draw attention to written language and to the way books work

Literature Collection - High Quality Texts for All

These are books which will form the basis of a literature curriculum and the collection has been designed to introduce children to a growing range of texts. Whilst some children in the class may not be able to read all the books independently, an important function of the collection is to give them access to a wider range of titles, authors and genres that they might not otherwise meet. For more experienced readers, this collection offers an increasingly challenging range of material for individual or group reading. Books in this collection are likely to be:

- texts that are multi-layered - capable of being read at different levels;
- books that deal with important themes;
- books in which language is used in lively, inventive ways;
- books by skilful and experienced children's writers and illustrators;
- traditional and contemporary 'classics' of children's literature;
- stories with different cultural settings; and,
- texts that promote discussion and reflection

The reading for pleasure fiction collection was developed from Doug Lemov's work 'Reading Reconsidered'. In his book, Doug Lemov points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex beyond a lexical level and demand more from the reader than other types of books. The selection in each age group aims to guide children (and staff supporting text selection) in ensuring children read books from these '5 plagues of reading': Archaic, Non-linear, Narratively complex, Symbolic/figurative and resistant. Some of these texts are also woven into the curriculum spine as class reads or whole class reading texts (as chapters, extracts, precis) to introduce the children to a wide range of story types.

Information Texts

These high-quality information texts are interesting and enjoyable. All the information books promote how the text and pictures can work together to provide comprehensive information and an enjoyable reading experience whilst broadening knowledge, vocabulary and experience of the world.

These texts have been selected through recommendations: National Literacy Trust, CLPE, The Book Trust as well as consideration for areas of learning covered in the curriculum (geography, science, and history, RE etc...) to encourage wider reading.

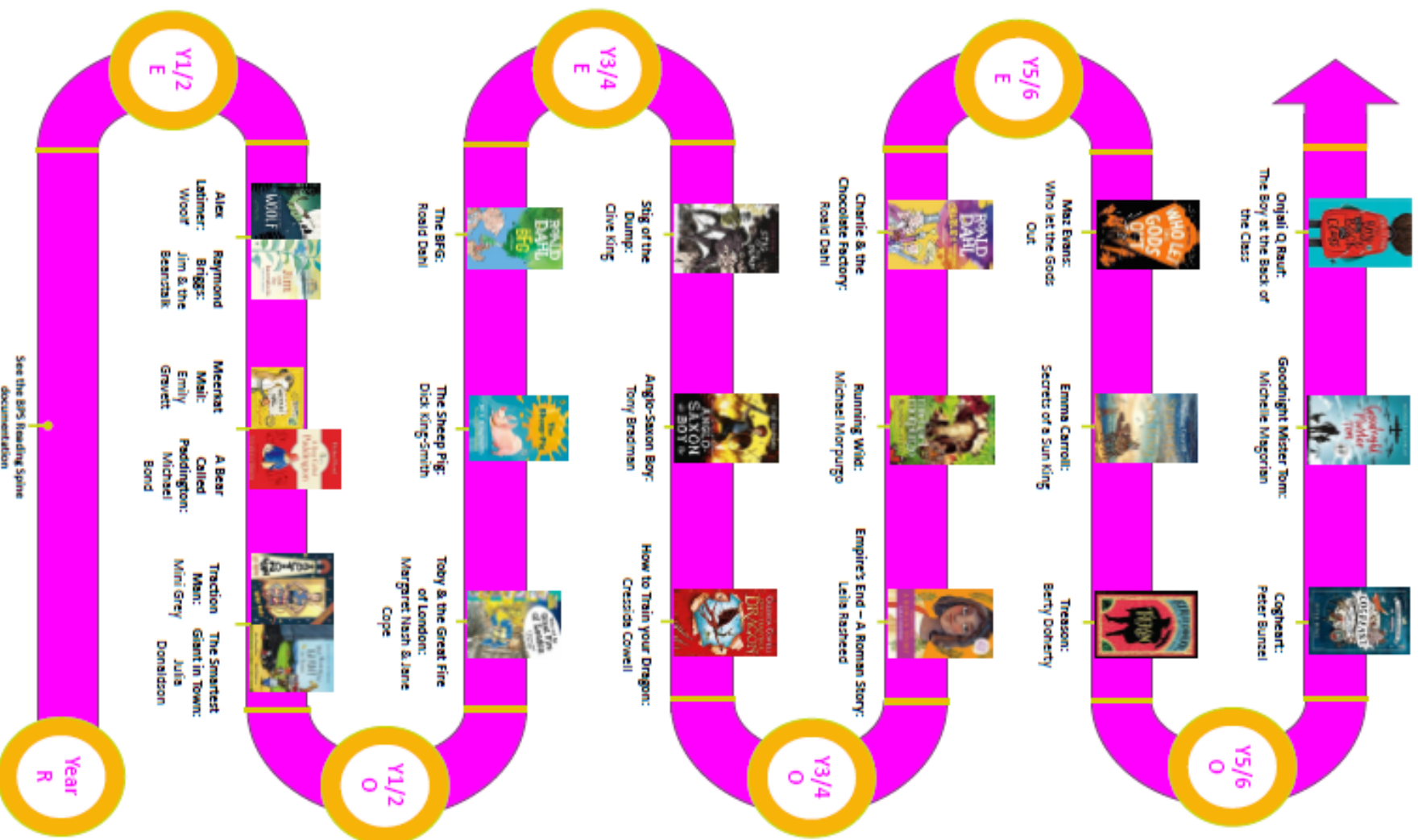
*** This is an ever-evolving document, which will consider newly released books and other recommendations from the teaching profession. ***



READING: WHOLE SCHOOL JOURNEY

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go...”

- Dr. Seuss



Reception Reading Spine

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the Seaside!
<ul style="list-style-type: none"> • The Gruffalo • We're Going on a Bear Hunt • Peepo • Owl babies • Once there were Giants • The Smartest Giant in Town • The Colour Monster • Funny Bones • From Head to Toe 	<ul style="list-style-type: none"> • Stick man • Jolly Christmas Postman • Goldilocks • Little Red Hen • Gingerbread man • Mog's Christmas • Three Billy Goat's Gruff • Rosie's Walk • The Enormous Turnip • Goldilocks 	<ul style="list-style-type: none"> • The Very Hungry Caterpillar • Little Red Riding Hood • Oi Frog! • Lost & Found • Clean up • Aghh Spider! • Pig in the Pond • The Great Race • Tiger who came to tea 	<ul style="list-style-type: none"> • The Tiny Seed • Jack & the Beanstalk • A Stroll through the Seasons • Jasper's Beanstalk • Oliver's Vegetables • Farmer Duck • Planting a rainbow • Percy the Park Keeper 	<ul style="list-style-type: none"> • Handa's Surprise • The Naughty Bus • Mr. Grumpy's Outing • The Train Ride • Bob, the Man on the Moon • Oi! Get off my train! • Whatever Next • Katie Morag • Coming to England 	<ul style="list-style-type: none"> • Lighthouse Keeper's Lunch • Snail and the Whale • The Journey • Dear Zoo • Mister Seahorse • The Rainbow Fish • Sea Fiction • Big Blue Whale • A House for a Hermit Crab

The reading spine for YR contains texts, which will be covered throughout the year. They are interchangeable and can be read at any point that supports the children's learning. Nursery rhymes, non-fiction texts and maths-based books will also be read each week. A wide variety of non-fiction texts will form the starting point for the termly theme Lessons as well as provision based on all curriculum areas. The books are based on the Doug Lemov Reading Reconsidered categories as well as guidance from Early Excellence EYFS Best Practice (Archaic, Rhyme, Contemporary, Challenging, Thinking & Old Favourites).

Following the initial settling in period, Year R focus on key areas such as Learning to Listen', 'Music, movement and memory' and 'Five a Day' story time (based on Foundations of Literacy, Sue Palmer & Ros Bayley 2013). Phonological Awareness will also be a key area of learning from September. Formal phonics Lessons (using Phonics Shed) will begin in the autumn term in order to learn the mechanics of reading.

In the Autumn and Spring Term, each key text will form the basis of a week's Literacy Lessons. Texts will support all areas of the curriculum across the year. The use of high-quality texts to support the teaching of reading, writing, oracy and child-initiated activities. In the summer term, longer units (3 weeks) will be based around a key text and will use Pie Corbett style story mapping as a basis for the sessions.

Daily phonics sessions, 1:1 reading and precision teaching also takes place to support all areas of reading.

Year 1/2 Even

Whole Class Novel Study

Whole Class Novel Study					
Autumn		Spring		Summer	
Alex Latimer: Woolf	Raymond Briggs: Jim & the Beanstalk	Emily Gravett: Meerkat Mail	Michael Bond: A Bear Called Paddington	Mini Grey: Traction Man	Julia Donaldson: The Smartest Giant in Town

Curriculum Spine

Curriculum Spine		
Autumn	Spring	Summer
History: Guy Fawkes Geography: Where we Live (UK Study) Science: Animals Inc. Humans	History: Explorers Geography: Continents, Oceans & Arctic Adventures Science: Seasonal Change/My Body	History: Caring People Geography: A Land Down under Science: Super Scientists/Pushes & Pulls
<p><u>Fiction</u> Tom & Tony Bradman – Mr. Fawkes, the King & the Gunpowder Plot James Mayhew – Katie in London James Mayhew – Katie in Scotland Mairi Hedderwick - Katie Morag Stories</p> <p><u>Non-Fiction</u> Aliki – My 5 Senses Nicola Davies – A first book of animals Menena Cotin – The Black Book of Colour Mary Hoffman & Ros Asquith – The Great Big Book of Familiars Rachel Dixon – Maps of the United Kingdom Imogen Williams – The Big Book of the UK Catherine Brereton – Rivers of the United Kingdom</p> <p><u>Poetry</u> Brian Moses – Poems About Festivals</p>	<p><u>Fiction</u> Chris Judge – The Great Explorer Joe Todd-Stanton – The Secret of Black Rock Simon Bartram – Man on the moon Ken Wilson-Max - Astro Girl Jeanne Willis – Field Trip to the Moon Alexis Dixon - Beegu</p> <p><u>Non-Fiction</u> Minna Lacey - Christopher Columbus Martin Howard - The Extraordinary Life of Neil Armstrong Maria Isabel Sanchez Vegara – Mae Jemison Maria Isabel Sanchez Vegara – Neil Armstrong</p> <p><u>Poetry</u> James Carter – Zim, Zam, Zoom! James Carter – Spaced Out</p>	<p><u>Fiction</u> Kate Cunningham – Vlad and the Florence Nightingale Adventure Rachel Bright – The Koala who could Stephen John Peel – My Boomerang Won't come back! Michael Morpurgo – Wombat Goes Walkabout Rae Murdie – Meet Captain Cook</p> <p><u>Non-Fiction</u> Maria Isabel Sanchez Vegara – Florence Nightingale Lucy Letherbridge – Florence Nightingale Naida Redgrave - The Extraordinary life of Mary Seacole Sally Hewitt – Florence Nightingale DK Life Stories – Florence Nightingale Vallepur - Australia (Where on Earth?)</p> <p><u>Poetry</u> Poems by Elizabeth Honey</p>

Year1/2 Odd

Whole Class Novel Study

Whole Class Novel Study		
Autumn	Spring	Summer
Margaret Nash & Jane Cope: Toby & the Great Fire of London	Dick King-Smith: The Sheep Pig	Roald Dahl: The BFG

Curriculum Spine

Curriculum Spine		
Autumn	Spring	Summer
History: Great Fire of London Geography: Wonderful Weather Science: Everyday Materials/Investigating Materials	History: Mayflower Pilgrims Geography: The Willow Works Science: Identifying animals/Living Things & their habitats	History: Childhood: Then & Now Geography: Sun, Sea & Sand Science: Identifying Plants/Growing Plants
<p><u>Fiction</u> Kate & Sam Cunningham - Vlad and the Great Fire of London Tom Bradman – Short Histories: The Baker’s Boy & the GFL Anna Fargher – The Fire Cats of London Patricia Hegarty – Tree: Seasons Come, Seasons Go</p> <p><u>Non-Fiction</u> Nick Hunter - The Great Fire of London unclassified Peter Riley - (Ways into Science) Everyday Materials Paul Harrison – Who was: Samuel Pepys? Ruth Owen – Why do Leaves Fall from Trees?</p> <p><u>Poetry</u> Roger McGough - The Sound Collector Michael Rosen - A Great Big Cuddle - Poems for the very young</p>	<p><u>Fiction</u> K.Ross - The Story of The Pilgrims Anna Ruth Scott – Journeys over Land & Sea Caryn Jenner – Imagine You were There...Sailing on the Mayflower</p> <p><u>Non-Fiction</u> Libby Romero - The Mayflower: The perilous voyage that changed the world Peter Cook - You wouldn’t want to sail on the Mayflower Scholastic - If you were a kid on The Mayflower</p> <p><u>Poetry</u> Elli Woollard - Perfectly Peculiar Pets Robert Macfarlane – The Lost Words</p>	<p><u>Fiction</u> Ronda & David Armitage – The Lighthouse Keeper’s Lunch Benji Davies – The Storm Whale David Wiesner - Flotsam</p> <p><u>Non-Fiction</u> Moira Butterfield – Look What I found at the Seaside Harriet Evans – Above & Below: Sea & Shore Clare Hibbert – Beside the Seaside: Seaside Holidays Then & Now Sally Hewitt – Toys & Games</p> <p><u>Poetry</u> Fiona Waters – I am the seed that Grew the Tree Nicola Davies – A First Book of the Sea</p>

Year 3/4 Even

Whole Class Novel Study

Whole Class Novel Study		
Autumn	Spring	Summer
Clive King: Stig of the Dump	Tony Bradman: Anglo-Saxon Boy	Cressida Cowell: How to Train your Dragon

Curriculum Spine

Curriculum Spine		
Autumn	Spring	Summer
History: Stone-Iron Age Geography: Beckingham: Local Study Science: Classifying living things & their habitats/Health & Movement	History: Anglo-Saxons Geography: Mountains & Rivers Science: Teeth & the digestive system/What do scientists do?	History: The Vikings Geography: Scandinavia Science: States of matter/Fossils, rocks & soils
<p><u>Fiction</u> Kathleen Fidler - The Boy with the Bronze Axe Satoshi Kitamura –Stone Age Boy Raymond Briggs - Ug Michelle Paver - Wolf Brother Terry Deary - Stone Age Tales</p> <p><u>Non-Fiction</u> Marcia Williams - The Stone Age: Hunters, Gatherers and Woolly Mammoths Clare Hibbert - The History Detective Investigates: Stone Age to Iron Age Michelle Robinson - How to Wash a Woolly Mammoth</p> <p><u>Poetry</u> Michael Rosen - I was Som in the Stone Age James Berry - Isn't my Name Magical? (CLPE)</p>	<p><u>Fiction</u> Janina Ramirez - Riddle of the Runes/Way of the Waves Michael Morpurgo – Beowulf Marcia Williams – King Arthur and the Knights of the Round Table</p> <p><u>Non-Fiction</u> Charlotte Guillain – Mountains (World of Wonder) Rebecca Kahn – World Feature Focus: Mountains Julie Vosburgh Agnone – Amazing Rivers Sangma Francis – Amazon River Jane Bingham – Men, Women and Children in Anglo-Saxon Times Izzy Howell – The Genius of the Anglo-Saxons</p> <p><u>Poetry</u> James Carter – Once Upon a Raindrop</p>	<p><u>Fiction</u> Tony Bradman - Viking Boy Jeremy Strong - There's a Viking in My Bed Kevin Crossley - Holland - Norse Myths: Tales of Odin, Thor and Loki Terry Jones - The Saga of Erik the Viking Joe Todd Stanton – Arthur & the Golden Rope</p> <p><u>Non-Fiction</u> Paul Mason – The Vikings are coming! Marcia Williams – The Vikings: Raiders, Traders & Adventurers Jack Tite – Viking Voyages Mick Manning – Viking Long ship</p> <p><u>Poetry</u> Adelaide Crapsey - Cinquain Poems Patricia Donagen - Write your own Haiku</p>

Year 3/4 Odd

Whole Class Novel Study

Whole Class Novel Study		
Autumn	Spring	Summer
Leila Rasheed: Empire's End – A Roman Story	Michael Morpurgo: Running Wild	Roald Dahl: Charlie & the Chocolate Factory

Curriculum Spine

Curriculum Spine		
Autumn	Spring	Summer
History: The Roman Empire Geography: Europe Science: Electricity/Forces & Magnets	History: Chesterfield Canal Geography: Climate Change Science: Flowering Plants/Space (Movement of the Earth)	History: Mayan Civilisation Geography: Rainforests Science: Sounds/Light & Shadows
<p><u>Fiction</u> Caroline Lawrence - The Roman Mysteries/ The Thieves of Ostia Tom Palmer - Defenders: Dark Arena Christina Ballit - Escape from Pompeii Jeremy Strong - Romans on the Rampage Geraldine McCaughrean - Book Of Roman Myths</p> <p><u>Non-Fiction</u> Chae Strathie & Marisa Morea - A Kid's Life in Ancient Rome James Davies - Meet the Ancient Romans Frances Durkin and Grace Cooke - A Roman Adventure Alison Hawes - What the Romans did for us.</p> <p><u>Poetry/Playscript</u> Marcia Williams - Who are the most important /influential - Gods, Soldiers, Dormice? Michael Coleman -Rocking Romans (BBC)</p>	<p><u>Fiction</u> Lynne Cherry & Mark Plotkin - The Shaman's Apprentice Michael Morpurgo - Running Wild Tom Moorhouse - The River Singers Gill Lewis - Sky Dancer</p> <p><u>Non-Fiction</u> Meredith Hooper & Bee Willey - River Story Meredith Hooper & Chris Coady - The Drop in my Drink: The Story of Water on Our Planet Valentina Camerini - Greta's Story</p> <p><u>Poetry</u> Grace Nichols - Like to Stay Up (CLPE) Jackie Kay - Bush Fire (CLPE) Tim Peake – Ask an astronaut</p>	<p><u>Fiction</u> Eva Ibbotson - Journey to the river Sea Katherine Rundle - Explorer Hudson Talbot - Amazon diary: the jungle adventures of Alex Winter Lynne Cherry - The Great Kapok Tree: A tale of the Amazon rainforest</p> <p><u>Non-Fiction</u> Thomas K Adamson - Learning about South America William B Rice - Amazon Rainforest Biography - Romero Britto Susan Hood and Sally Wern Comport - Ada's Violin: The Story of the Recycled Orchestra of Paraguay</p> <p><u>Poetry</u> Various poets - Haiku & Cinquain Thomas Hardy - Throwing a tree Mark Cowen - Rainforest layers</p>

Year 5/6 Even

Whole Class Novel Study

Whole Class Novel Study		
Autumn	Spring	Summer
Maz Evans: Who let the Gods Out	Emma Carroll: Secrets of a Sun King	Bertie Doherty: Treason

Curriculum Spine

Curriculum Spine		
Autumn	Spring	Summer
History: Ancient Greece Geography: Greece Science: Forces in Action/Great British Scientists	History: Ancient Egypt Geography: The Nile Valley Science: Light & Seeing/ The Heart & Circulatory System	History: Tudors Geography: Local Study: Gainsborough/Lincoln Science: DARE/healthy Bodies
<p><u>Fiction</u> Maz Evans - Simply the Quest Lucy Coates - Beast Keeper Julia Wills - Fleeced Saviour Pirotta - Mark of the Cyclops Joe Todd Stanton – Leo & the Gorgon’s Curse Christina Balit – The Corinthian Girl</p> <p><u>Non-Fiction</u> Fiona McDonald - You Wouldn’t Want to Be a Slave in A-Greece Chae Strathie & Marisa Morea - So You Think You’ve Got it Bad? Stephen Kershaw & Victoria Topping – Mythologica Jhonny Nunez – The Ancient Olympic Games</p> <p><u>Poetry</u> Paul Perro – Great Greeks</p>	<p><u>Fiction</u> Rick Riordan - The Red Pyramid Malorie Blackman – Big Heart Boy Shirley Climo - The Egyptian Cinderella</p> <p><u>Non-Fiction</u> Patricia Cleveland-Peck - The story of Tutankhamun Cobblestone - If I were a kid in Egypt Sally Morgan - The Legend of Tutankhamun Dr Jennifer Z Paxton - Anatomicon Doctor Max Pemberton - The marvellous adventure of being human</p> <p><u>Poetry</u> Alfred Noyes - The Highwayman Lewis Carroll - Father William</p>	<p><u>Fiction</u> Ally Sherrick – The Queen’s Fool Patrice Lawrence – Diver’s Daughter Michael Morpurgo – My Friend Walter Terry Deary – Tudor Tales Philip Ardagh – The Secret Diary of Thomas Snoop</p> <p><u>Non-Fiction</u> Marcia Williams – The Tudors: Kings, Queens, Scribes and Ferrets! Michael Rosen – What’s So Special About Shakespeare DK – Eyewitness: Tudors</p> <p><u>Poetry</u> Paul Cookson – The Works</p>

Year 5/6 Odd

Whole Class Novel Study

Whole Class Novel Study		
Autumn	Spring	Summer
Peter Brunzel: Cogheart	Michelle Magorian: Goodnight Mister Tom	Onjali Q Rauf: The Boy at the Back of the Class

Curriculum Spine

Curriculum Spine		
Autumn	Spring	Summer
History: The Industrial Revolution Geography: Extreme Earth Science: Changing Circuits/Lifecycles Inc. Plants	History: World War II Geography: Map Work (UK) Science: Classifying Living Things/Evolution & Inheritance (inch Plants)	History: Equality Over Time Geography: Survival (North America) Science: Investigating materials & their properties
<u>Fiction</u> Charles Dickens - A Christmas Carol Eloise Williams - Gaslight Berlie Doherty – Street Child Charles Dickens - Oliver Twist <u>Non-Fiction</u> Catherine Wells-Cole - Charles Dickens: England's Most Captivating Storyteller Susanna Davidson - Queen Victoria Kay Barnham - Who was Isambard Kingdom Brunel? Jeremy Smith - 100 Facts on Victorian Britain Tom Vaillant – Pop-Up Volcano Izzy Howell – Fact Planet: Volcanoes Kathy Furgang – Volcanoes & Earthquakes <u>Poetry (Narrative)</u> Sir Alfred Lord Tennyson - The Eagle Edgar Allen Poe - The Raven	<u>Fiction</u> Emma Carroll - Letters from the Lighthouse Shaun Tan - The Arrival Nina Bawden – Carrie's War Morris Gleitzman - Once Ian McEwan - Rose Blanche C S Lewis – The Lion, The Witch & The Wardrobe John Boyne – The Boy in the Striped Pyjamas <u>Non-Fiction</u> Stewart Ross - Rationing Anne Frank - Diary of Anne Frank Roald Dahl - Going Solo David Arscott - The Blitz Tony Bradmon – Home Again <u>Poetry</u> Alfred, Lord Tennyson - The Charge of the Light Brigade Ted Hughes - Platform one Michael Rosen - The Missing	<u>Fiction</u> Benjamin Zephaniah – Windrush Child Benjamin Zephaniah – Refugee Boy Onjali Q Rauf - Night Bus Hero Victoria Jamieson – When Stars are scattered J. R. Palacio - Wonder <u>Non-Fiction</u> Kate Pankhurst – Fantastically Great Women Scientists Katherine Halligan – HerStory: 50 Women & Girls who shook the world Malala Yousafzai – Malaa's Magic Pencil Little People, Big Dreams – Alan Turing/Rosa Parks/Martin Luther King/Nelson Mandela/Emilie Pankhurst Jamia Wilson - Young, Gifted & Black David Olusoga – Black and British <u>Poetry</u> Benjamin Zephaniah Poetry

